Poverty in the U.S.: Definitions, Debates, and Determinants
First-Year Writing Intensive Seminar
Syllabus – Spring 2019

Class Information
MWF 11-11:50am
Location: Hanszen 207

Instructor
Ellen Whitehead
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Office Location: Sewall 252
Office Hours: Office Hours: Monday 12-1:45pm, Wednesday 9-10:45, and by appointment

Course Description

Being poor or in poverty implies various forms of material hardship: food insecurity, trouble securing housing, difficulty in obtaining higher education, or inability to save for crises. However, while many of us may be able to list the various consequences of poverty, how can we explain why poverty exists? How do we decide who falls within this category, and who is most vulnerable to the effects? When did discussions around economic hardship emerge in this country, and where have various anti-poverty programs focused their efforts? This course discusses how the current conditions of poverty emerged in the U.S. context, with particular focus on who is exposed and policies/programs developed to address the implications. We will cover trends and debates that stretch from the Depression, to the War on Poverty in the 1960s, to the present focus on growing wealth inequality. Particular attention will be paid to the distribution of poverty by race, gender, family structure, and immigration status, with a focus on the regional, city-level, and neighborhood spheres that play a role in determining poverty conditions.

In this course, students will read academic research articles that examine the determinants and implications of poverty across the U.S. population. We will engage with how the discourse on poverty compares and contrasts between academics, government agencies, and the media. Beyond critical reading of these materials, students will summarize, critique, develop written arguments, and give presentations based on the material covered in the classroom. We will become familiar with the historical background of poverty, descriptive trends, driving mechanisms, and predicted future directions. Students will have a chance to choose particular readings and topics that they wish to explore more deeply, and will develop a final research project on a focus of their choosing. Class materials and assignments will also encourage students to apply their developing knowledge to their own observations/reflections, the Houston context, and current issues. A diversity of written assignments and an interactive class structure will foster critical reading, revision, and oral presentation skills. Within this course, we will work to understand that conditions of poverty are not constant across time and space, and will explore the factors that influence poverty rates and effects in the U.S. context.

Course Goals

- To learn about the history of poverty in the U.S., covering the impacts of policies, the economy, and conversations around this topic
- To understand the major debates around what types of poverty assistance are provided, who should receive this assistance, and what types of support are effective in reducing poverty
- To gain knowledge of recent trends in poverty regarding who is vulnerable to poverty (with a focus on race, gender, family structure, immigration status, and neighborhood context)
- To develop research, writing, and presentation skills
- To gain experience in thinking critically about the social world and our understanding of it, as well as assessing academic research and peer reviewing classmates' writing

Important Dates at a Glance:

- January 7th: First day of class
- January 13th at 11:59pm: Paper 1 – Diagnostic Essay due (275-325 words)
- February 3rd at 11:59pm: Journal Entry 1 – Prompt from Instructor (300-350 words)
- February 10th at 11:59pm: Journal Entry 2 – Current Issue Application (300-350 words)
- February 24th at 11:59pm: Paper 2 – Current Issue Application Rough Draft (Expanded, 900-1000 words)
- February 25th to 27th: Presentation 1 – Current Issue Application (5 minutes)
- March 3rd at 11:59pm: Paper 2 – Current Issue Application Final Draft (Expanded, 900-1000 words)
- March 8th at 5pm: Journal Entry 3 – Final Project Brainstorming (300-350 words)
- March 24th at 11:59pm: Paper 3 – Final Project Outline and Partial Bibliography
- April 7th at 11:59pm: Paper 3 – Final Project Rough Draft (1500-2000 words)
- April 19th at 5pm: Paper 3 – Final Project Final Draft (1500-2000 words)
- April 15-19: Presentation 2 – Final Project (10-15 minutes)

Honor Code: <u>Please Read and Review</u>

Students are expected to abide by the Rice Honor System (http://honor.rice.edu/). Violations include, but are not limited to, cheating on exams/papers, having unauthorized possession of an exam, and submitting the work of another person as your own (aka, plagiarism). For this class, students are also prohibited from examining any exams or papers assigned to this class in a previous semester.

When in doubt about what constitutes academic dishonesty, please ask! Ignorance of this policy is not an acceptable excuse for noncompliance.

While the Honor Code system is designed to enforce rules about what is considered acceptable and honorable behavior, Rice does not have a unified Honor Code policy that defines these rules. Therefore, we list below a standard set of rules that will apply to academic writing in sociology classes at Rice. All students must follow this format when citing published works. This includes material drawn from books and journal articles (including those assigned for the course, and additional readings that you find to include in written assignments), in addition to personal interviews and information obtained online. If you have any questions, please ask!

I will not tolerate plagiarism of any sort on any of your submitted papers, assignments, or presentations. All writing must be your own, and any quotes or paraphrasing pulled from other readings must be properly cited. I take plagiarism very seriously, as it interferes with the learning objectives of the course, disrupts the classroom environment, and demonstrates a level of disrespect toward the scholars who produced the original work. If you are unsure how to properly cite other authors, please refer to the "Citation Rules for Sociology Classes" at the end of this syllabus. In addition, do not hesitate to ask me any questions about issues related to plagiarism or anything that you are unclear about in your own work. If I encounter plagiarism of any sort, I will not hesitate to report a violation; plagiarism can result in anything from a failing grade in the assignment or the class to suspension from the university.

Class Requirements:

***All written assignments will be turned in through the "Assignments" tab on Canvas.

***Please submit all papers as a Microsoft Word format. If you have any difficulties doing this, please speak with me or email me during the first week of class.

***All required page lengths do not included the bibliography.

Reading and Participation: Required readings will be assigned for each week's topic. Students are expected to complete the week's readings before the start of class *on Monday* and be prepared to discuss and ask questions about the reading. Participation is a component of your final grade, and to get full credit for participation, you must do the required readings, spend some time thinking about the topics, and be ready to contribute to discussion.

- One required meeting with a CAPC consultant will be considered a component of your final participation grade.

Journal Entries: Over the course of the semester, you will complete three brief writing tasks in order to gain practice with making sociological observations, connecting ideas with academic research, and sharing your ideas (through both written and verbal communication) with classmates. Journal entries should be roughly 1 page (300-350 words) on an assigned topic. On the days that you have turned in a journal entry, you will discuss your writing with a group of about four to five students in the class. These small-group presentations will foster classroom interaction, as well as give you presentation practice before your longer presentation on your final project at the end of the semester. The three journal issues will include:

- Instructor-Provided Prompt: I will provide a topic and specific instructions for the paper. One citation, from a class reading OR outside academic sourse, should be included in your entry (cited both in-text and at the end of your entry).
- Current Issue Application: For this journal entry, you will find a newspaper article, policy report, online write-up, etc. that discusses an issue that a neighborhood is currently undergoing and/or an effort to amend an issue within a neighborhood. The article you find must be relatable to the topics we are covering in class. (For an example of a suitable articles, please see http://www.theatlantic.com/business/archive/2015/02/is-ending-segregation-the-key-to-ending-poverty/385002/). In your entry, discuss how the information in the article compares to research on poverty and inequality. How is the issue framed in

the media? How does this align with the empirical research on the topic? You should cite both the article you are covering, as well as at least one class article/chapter or other outside academic source that enhance your argument.

- Final Project Brainstorming: For your final journal entry, you will propose an idea to explore in-depth in your final project. You can choose a topic that dives further into a class discussion or reading, or choose a facet of poverty that interests you but that we do not cover in class. If you have trouble coming up with ideas, I am happy to meet and discuss! However, do not feel like you have to have an idea fully ironed out for your journal entry. This is an opportunity for you to begin exploring your ideas and interests through writing, and you will have plenty of time to develop the topic further.

Current Issue Application (Extended): This paper will serve as an expansion of Journal Entry, in which you will expand your analysis to an 900-1000 word paper. In this paper, your goal is to make an *argument*, using the information and critical analysis skills that you have learned from this class. Your argument should describe what factors may be contributing to the issue (especially those not considered by the author) and what should/could be addressed in order to improve the circumstances. You should cite both the article you are covering, as well as at least outside academic sources.

Presentation: Each student will give a five-minute presentation on your current issue application. It can be in any format you wish (oral presentation, PowerPoint, etc.), although that format must involve giving a brief talk to the class.

Final project: Students will spend the semester working on a final research project. This project will be completed in several stages.

Journal Entry Brainstorm (discussed above): Journal Entry 3, in which you propose an idea for your final project, will serve as the starting point for this assignment.

Outline and annotated bibliography: For this stage of your final paper, you will construct a four to five-page outline of your final paper. It must include an introduction, at least three subsections, and a conclusion, with substantive information included within each section. In addition, this assignment will include an annotated bibliography. The annotated bibliography must contain at least five sources from peer-reviewed, academic journals, with at least two sentences describing what each source says and why you plan to include it in your paper. References must be listed in the correct ASA format.

Presentation: Each student will give a ten-minute presentation on your final project during the last week of class. This is a chance for you to share what you have been researching with the class, and hear about the work of your peers. It can be in any format you wish (oral presentation, PowerPoint, etc.), although that format must involve giving a brief talk to the class.

Final paper: Your final paper should be1500-2000 words, and should include an abstract, introduction, body, conclusion, and references page. This paper should take a format of *a literature review with an original argument*. This will entail gathering information from various existing sources, identifying a gap in our understanding, and making an argument for why this gap in our knowledge should be remedied. Your paper should include at least 10 references

coming from peer reviewed, academic journals. You can also include references (beyond the required 10) from news articles or government briefs that contextualize or expand your point, but they should not be from sources such as Wikipedia articles or blogs.

Feedback on Writing:
You are encouraged to make appointments with the peer consultants at the Center for Academic and Professional Communication for your assignments in this course. These consultants do not proofread or edit your work, but they will provide feedback on topics such as the organization of your paper or presentation, the coherence of your argument, appropriate sentence structure, and consistent grammatical errors. You can make an appointment at the Center's website: https://cwovc.rice.edu.

Attendance and Late Policy:
Missing class will have an effect on not just your grade, but your understanding of the material. Both poverty and writing/communication are complex topics, and if you miss the substantive material from a class, this will interfere with your capacity to gain a full understanding of this topic.

These will be ungraded; however, if students miss more than three classes, a point will be subtracted from your participation grade for each absence. Each tardy entrance (more than five minutes late to class) will result in a half-point reduction from your participation grade.

Assigned work that is submitted within 2 hours of the deadline will be deducted 5 percentage points. Work that is submitted after the due date will be penalized 10 percentage points for each day it is late. All late assignments can still be turned in on the Canvas site, but I will be able to see that an assignment was submitted late.

For Students with Disabilities/ Special Circumstances:
Any student with a documented disability or issue needing academic adjustments or any type of accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities will need to also contact Disability Support Services in the Ley Student Center.

Breakdown of Final Grade:
Class Attendance/Participation…… .20 percent
Paper 1: Diagnostic Essay……..5 percent
Journal entries……...…….15 percent (5 percent each)
Paper 2: Current Issue Application……20 percent

- Rough Draft—5 percent
- Final Draft—10 percent
- Presentation—5 percent

Paper 3: Final Project…….....40 percent

- Outline and annotated bibliography—5 percent
- Presentation—10 percent
- Rough Draft—5 percent
- Final paper—20 percent

Total……100 percent

Grading scale:

A+ 99-100	C+ 77-79	
A 94-98	C 74-76	
A 90-93	C-70-73	
B+ 87-89	D+ 67-69	
B 84-86	D 64-66	
B- 80-83	D- 60-63	F 59 and Below

Classroom Expectations:

What I expect of you, the students:

- **Do the readings, submit reading questions,** and **come to class ready** to discuss.
- **Attend class regularly** so that you can keep up with the material, and arrive at class on time so that you do not disrupt a lecture/discussion that is already underway.
- **Turn off your cell phone** when you are in class. You are free to use a laptop to take notes, but **looking at non-course related material is not permitted.**
- **Participate** in in-class activities; when it is a group activity, contribute equally to the task at hand.
- If you have a concern about the class, **please speak up**. I am very willing to incorporate feedback, but I need to know your concerns in order to do so. To facilitate this process, I will provide two chances for you to give anonymous feedback about the class during the semester. Please be honest and constructive when explaining what works for you in the class, and what does not.
- **If** you remain **unclear** about a certain topic or assignment, I urge you to **reach out** to me. Everyone learns differently, and some class material might need additional explaining at times. I am very willing to meet during office hours, set up additional meeting time, or answer emails. However, I ask that you **come prepared with specific questions** about what you remain unsure about. I am unable to repeat entire lectures or class discussions, but I most certainly will try to clarify specific points.
- **Be respectful of other individuals and their perspectives.** Race and residence is a topic that can be addressed from multiple viewpoints, and contains elements that are thought-provoking and, at times, contentious. We are all approaching this class as who we are and from where we are. This means we have different backgrounds, beliefs, experiences, etc. To implement our recognition of this, we can be as polite as possible, listen to others without interrupting, listen to someone's full point before responding, and make a genuine effort to explore numerous points of view. The social world is complex, and to be good sociologists, we must recognize and embrace that complexity.

What you can and should expect of me:

- I will come to class **prepared** to discuss the day's topic, and I will teach class in a way that stimulates student learning to the best of my ability.
- I will **try to address any concerns** you have with the class, and will attempt make the most out of the brief semester we are able to spend learning this subject. Although I may not be able to address every individual concern, I will attempt to teach and adjust the class material in a way that will be the most conducive for most students.
- I will **grade fairly**, and I will do my best to return all assignments within one week. My grading will not be based on any personal considerations (race, class, gender, religion, or whether we agree on a particular topic).

- Just as I ask for **undivided attention** from you when we are in the classroom setting, I will do the same for you when leading class and if you come to see me during office hours.
- I will **follow the syllabus** as closely as possible. If I do make changes, they will be for your benefit and to facilitate learning. For example, I might move an assignment back to a later date if I feel like the class needs more time to learn the material. No additional assignments or readings will be added; they will only be dropped, if I realized I have assigned too much.
- I will **intervene if** I feel like a student is **being disrespectful** to another individual within our classroom environment.
- I will **begin and end class on time**, as I know you have other commitments and obligations.

Tentative Course Schedule

Week 1, 1/7 to 1/11 – Introduction to the Class

Readings

Ehrenreich, Barbara. 2001. *Nickel and Dimed*. New York: Metropolitan Books.

Activities and Submissions

By Jan. 13, 11:59pm: Paper 1—Diagnostic Essay due (275-325 words)

Week 2, 1/14 to 1/18 – Defining Poverty: What is It and Who Decides?

Writing/Communication Focus: Reading Critically

Readings

US Census Bureau. 2010. "Measuring America: How the Census Measures Poverty." Current Population Survey, 1960 to 2013. Annual Social and Economic Supplements.

Fox, Liana. 2018. "The Supplemental Poverty Measure: 2017." Current Population Reports. U.S. Census Bureau. Pages 1-3.

Week 3, 1/23 to 1/25 – Poverty Across History: From the Great Depression, to the War on Poverty, to the Recession

***No class on Martin Luther King, Jr. Day, 1/21

***No in-person class on 1/25—Canvas discussion instead on Friday

Writing/Communication Focus: Searching for Sources

Readings

Iceland, John. 2013. Poverty in America: A Handbook. University of California Press. Chapters 1 and 6

Week 4, 1/28 to 2/1 – Poverty Today: General Trends and Types of Exposure

Writing/Communication Focus: Citing Sources

Readings

Stevens, Ann Huff. 2018. "Employment and Poverty." Poverty Facts. UC Davis Center for Poverty Research.

Pressman, Steven. 2018. "The Range of Poverty in America." U.S. News and World Report.

Florida, Richard. 2016. "The Persistent Inequality of Neighborhoods." *Citylab.*

Activities and Submissions

February 3rd by 11:59pm: Journal Entry 1 – Prompt from Instructor (300-350 words)

Week 5, 2/4 to 2/6 – Wealth and Poverty: Two Sides of the Same Coin?

***Note: No class during Spring Recess, 2/8

Writing/Communication Focus: Summarizing and Synthesizing

Readings

Keister, Lisa A. and Stephanie S. Moller. 2000. "Wealth Inequality in the United States." *Annual Review of Sociology* 26(1):63-81.

Activities and Submissions

February 10th at 11:59pm: Journal Entry 2 – Current Issue Application (300-350 words)

Week 6, 2/11 to 2/15 – Disparities across Race, Ethnicity, and Immigration Status

Writing/Communication Focus: Structuring a Paper

Readings

Burton, Linda M., Marybeth Mattingly, Juan Pedroza, And Whitney Welsh. 2017. "State of the Union 2017: Poverty." The Stanford Center on Poverty and Inequality.

Stack, Carol. 1974. *All Our Kin*. New York: Basic Books.
Skim Introduction for context of the research, read Chapter 2.

Week 7, 2/18 to 2/22 – Disparities across Gender and Family Structure

Writing/Communication Focus: Effective Outlining

Readings

McLanahan, Sara. 2009. "Fragile Families and the Reproduction of Poverty." The Annals of the American Academy of Political and Social Science 621(1):111-131.

Boo, Katherine. 2003. The Marriage Cure: Is Wedlock Really a Way Out of Poverty? The New Yorker http://www.newamerica.net/publications/articles/2003/the_marriage_cure

Activities and Submissions

February 24th at 11:59pm: Paper 2 – Current Issue Application Rough Draft (Expanded, 900-1000 words)

Week 8, 2/25 to 3/1 – Explanations for Poverty I: Political and Economic Structures

Writing/Communication Focus: Oral Presentations 1: Creating the Presentation

Readings

Hoynes, Hilary, Marianne Page, and Ann Huff Stevens. 2006. "Poverty in America: Trends and Explanations." *Journal of Economic Perspectives* 20(1):47-68.

Activities and Submissions

February 25th to 27th: Presentation 1 – Current Issue Application (5 minutes)

March 3rd at 11:59pm: Paper 2 – Current Issue Application Final Draft (Expanded, 900-1000 words)

Week 9, 3/4 to 3/8 – Explanations for Poverty II: Engaging with Cultural Arguments

Writing/Communication Focus: Oral Presentations 2: Giving the Presentation

Readings

Wilson, William Julius. 2010. "Why Both Social Structure and Culture Matter in a Holistic Analysis of Inner-City Poverty." *The ANNALS of the American Academy of Political and Social Science* 629:200-219.

Small, Mario Luis, David J. Harding and Michèle Lamont. 2010. "Reconsidering Culture and Poverty." *The ANNALS of the American Academy of Political and Social Science* 629:6-27.

Activities and Submissions

March 8th at 5pm: Journal Entry 3 – Final Project Brainstorming (300-350 words)

Week 10, 3/11 to 3/15
Spring Break! ☺

Week 11, 3/18 to 3/22 – Explanations for Poverty III: Intergenerational Transmissions of Poverty and Advantage

Writing/Communication Focus: Effective Peer Review

Readings

Ludwig, Jens and Susan Mayer. 2006. ""Culture" and the Intergenerational Transmission of Poverty." *The Future of Children* 16(2):175-196.

Leonhardt, David, Amanda Cox and Claire Cain Miller. 2015. "An Atlas of Upward Mobility Shows Paths Out of Poverty." The Upshot. New York Times.

Activities and Submissions

March 24th at 11:59pm: Paper 3 – Final Project Outline and Partial Bibliography

Week 12, 3/25 to 3/29 – Anti-Poverty Programs Across Time: Welfare Reform of 1996

Writing/Communication Focus: Engaging Introductions

Readings

Lichter, Daniel T., and Rukamalie Jayakody. 2002. "Welfare Reform: How Do We Measure Success?." *Annual Review of Sociology* 28(1): 117-141.

Week 13, 4/1 to 4/5 – Anti-Poverty Programs Today: Who are We Missing?

Writing/Communication Focus: How Much is Too Much or Too Little? Reviewing the Literature

Readings

Moffitt, Robert. 2007. "Four Decades of Antipoverty Policy: Past Developments and Future Directions." *Focus* 25(1):39-44.

Bitler, Marianne and Hilary Hoynes. 2010. "The State of the Safety Net in the Post Welfare Reform Era." Brookings Papers on Economic Activity 71-147.

Activities and Submissions

April 7th at 11:59pm: Paper 3 – Final Project Rough Draft (1500-2000 words)

Week 14: 4/8 to 4/12 – Future Directions of Poverty Trends

Writing/Communication Focus: Summing It Up: Writing the Conclusion

Readings

Lichter, Daniel T., 2013. "Integration or Fragmentation? Racial Diversity and the American Future. *Demography* 50(2):359-391.

Week 15: 4/15 to 4/19 – Future Directions in Poverty Research: Class Presentations

Activities and Submissions

April 19th at 5pm: Paper 3 – Final Project Final Draft (1500-2000 words)

April 15-19: Presentation 2 – Final Project (10-15 minutes)

CITATION RULES
Unless specified otherwise, ALL paper assignments must be/use:

- Typed
- Double-spaced
- Paginated
- Stapled
- 12-point font
- Times New Roman font
- "Normal" character spacing (this is the default setting in Microsoft Word)
- One-inch margins on all sides
- Equal spacing both between and within paragraphs (remove additional spacing between paragraphs)

Citation Rules for Sociology Classes:
All students are required to follow ASA rules for format and style when writing papers for sociology classes. Below we give examples for both in-text citations and the bibliography page. If you have any questions, please ask -- or you can Google "ASA style guide" to find links to several on-line postings that provide additional detail on rules for citing. Fondren library has also posted this guide on its sociology page:

http://libguides.rice.edu/content.php?pid=39852&sid=292401

They also have a more general "Research A-Z" page that has good information on the research process, including academic integrity and plagiarism, how to find source material, etc.:

http://libguides.rice.edu/researchAZ

A. In-text citations

You must cite the original author if you pull in either exact phrases or sentences, or if you use essentially the same ideas, concepts, or research findings -- even if paraphrasing. That is, even if you rewrite the author's words, you must still cite the original author as the source of the ideas.

- When referencing work in the body of a paper, you must <u>always</u> include (a) the author name, and (b) the year of publication. Example:

  In her study of men in "women's professions," Williams (1995) demonstrates that men are not disadvantaged by their gender minority status in the same way that women often are in predominantly male workplaces.

- You can also cite multiple authors who draw on the same ideas, who have similar findings on a similar topic. Example:

  Men in "women's professions" often feel their masculinity is called into question by outsiders (Williams 1995; Cross and Bagilhole 2002).

- Whenever you draw on a new idea, concept, or finding, you must use internal citations with author's names and years of publications. However, if you are discussing the same article or author in a series of sentences, you only need to provide a citation the first time. Example:

  Miller (1997) demonstrates how the military men in her study engage in gender harassment of their women superiors. She illustrates several forms of this gender harassment, including foot-dragging and rumor spreading.

Note: In the second sentence there is no citation, as you provided it in the previous sentence. However, if you discuss Miller later in the paper, you will provide the year again to make clear you are discussing the same article.

- When quoting directly, you must also include the page(s) the quote is found on, and enclose the quote in parentheses. Example:

  According to Tran (2002:34), the "way of the way is the way."

- For citations with four or more authors, use "et al." rather than list all author names in-text. Example:

  Research has documented elevated infant mortality rates among children born to teenage mothers (Jackson et al. 1992).

- Do not use titles of books and articles in your paper, or the author's first name. Rather, use the author's last name and internal citations to give the year of the publication. Example:

  INSTEAD of: *Virginia Valian, in her 1999 book <u>Why So Slow: The Advancement of Women</u>, shows that women in professional occupations often advance more slowly than their men counterparts.*
  USE: *Valian (1999) shows that women in professional occupations often advance more slowly than their men counterparts.*

- Common mistakes you should take care to avoid:
  - ✓ In all of these examples listed above, the period comes AFTER the parentheses, NOT before it. Please remember that the author citation is part of the sentence, so it should be listed before you end the sentence with a period.
  - ✓ Many students use too many direct quotes from a book or journal article. Quotes should be used <u>very sparingly</u>, while paraphrasing from the text should be the norm.

B. Bibliography page

A bibliography page lists all sources cited in the paper. The page should follow the basic format of author, year of publication, title of publication, publisher, and if an article, the volume and page numbers. Here are some examples from a sample reference page:

Anderson, Maya. 1978. *Ever Heard of Hip Hop?* New York: Oxford University Press.

Brown, Susan, Amy L. Anderson, and Scott Jones. 2007. "Cohabitation in the United States." *Journal of Marriage and the Family* 32(3):111-125.

Centers for Disease Control and Prevention. 2006. "Cigarette Use Among High School Students – United States, 1991-2005." *Morbidity and Mortality Weekly Reports* 55:724-726.

Cleary, Paul D., Lawrence B. Zaborski, and John Z. Ayanian. 2004. "Sex Differences in Health over the Course of Midlife." Pp. 37-63 in *How Healthy Are We? A National Study of Well-being in Midlife,* edited by O.G. Brim, C.D. Ryff, and R.C. Kessler.Chicago: University of Chicago Press.
**Note that all authors after the first author have their first names listed first.

U.S. Census Bureau. 2002. "Hispanics Growing Fast." Washington, DC: U.S. Department of Commerce. Retreived March 30, 2007. (http://www.census.gov/hispanic.html).

Williams, Genia. 1997. "The Lonely Way." *American Journal of Sociology* 42:37-64.

Zenia, Genco. 2007. Personal Interview. Conducted April 2, 2007.
**Only include if person gives permission to be cited by name.